R E P O R T R E S U M E S

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REMOTE CONTINUING EDUCATION CENTER, OUTLINE PROGRAM.

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WASHINGTON UNIV., SEATTLE

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RECOMMENDATIONS WERE MADE FOR A REMOTE CONTINUING EDUCATION CENTER OPERATED BY THE UNIVERSITY OF WASHINGTON IN A SECLUDED AREA NEAR MANCHESTER, WASHINGTON, COMPLEMENTARY TO AN ADJACENT MARINE BIOLOGY RESEARCH CENTER. THE OPTIMUM CAPACITY SUGGESTED WAS FOR 60 PERSONS OVERNIGHT AND 150 FOR DAILY INSTRUCTION AND DINING. FACILITIES WOULD INCLUDE LECTURE, SEMINAR, AND COMMITTEE ROOMS, A LIBRARY, DINING ROOMS, KITCHEN, LIVING UNITS, LOUNGE AND ADMINISTRATIVE AREAS, PARKING, AND SEPARATE CABINS FOR FACULTY, RESEARCHERS, AND DISTINGUISHED VISITORS. OUTDOOR RECREATIONAL FACILITIES WOULD BE PROVIDED. FUTURE DEVELOPMENTS AND EXPANSION WERE CONSIDERED. APPENDIXES LIST AND DESCRIBE PROPOSED ROOMS, AREAS, AND SPACES, AS WELL AS ESTIMATED OCCUPANCY AND INCOME. A MAP OF THE PROPOSED SITE WAS INCLUDED. (JA)

ED010673

OUTLINE PROGRAM

REMOTE CONTINUING EDUCATION CENTER

UNIVERSITY OF WASHINGTON

INTERDEPARTMENTAL CORRESPONDENCE

September 26, 1966

Dr. Frederick P. Thieme
Vice President
University of Washington

Dear Dr. Thieme:

It is my pleasure to submit to you herewith the report of the Ad Hoc Programming Committee for a Remote Continuing Education Center.

If you have any questions or need for further elaboration with respect to this report, I of course shall be happy to oblige.

Respectfully submitted,

Donald E. Bevan
Brewster C. Denny
W. Ryland Hill
Ralph W. Johnson
J. Reginald Miller
J. Arthur Pringle

Lloyd W. Schram, Chairman

LWS:sr

Attachment

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OUTLINE PROGRAM

REMOTE CONTINUING EDUCATION CENTER

Submitted by the

Ad Hoc Programming Committee for a
Remote Continuing Education Center

ED010673

Office of the Dean
Continuing Education
September, 1966

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CHARGE TO THE AD HOC PROGRAMMING COMMITTEE FOR A REMOTE CONTINUING EDUCATION CENTER

UNIVERSITY OF WASHINGTON
OFFICE OF THE PRESIDENT

June 13, 1966

Dean Lloyd W. Schram, Chairman)
Associate Dean Donald E. Bevan)
Professor Brewster C. Denny)
Associate Dean W. Ryland Hill) Ad Hoc Programming Committee for a
Professor Ralph W. Johnson) Remote Continuing Education Center
Mr. J. Reginald Miller)
Mr. J. Arthur Pringle)

Gentlemen:

I am asking you to serve on an Ad Hoc Programming Committee for a Remote Continuing Education Center, with Dean Schram to act as chairman.

The University is currently negotiating with the General Services Administration for acquisition of a site near Manchester, Washington, for a regional marine biological research facility. The nature of this facility and the site is such that a continuing education center there would not only complement the activities of the research facility, but would also provide a much needed center for continuing education that would offer seclusion from daily academic or business life.

In order to take advantage of this opportunity, I am asking the Committee to prepare an outline program for a remote continuing education center. This program should include a list of required spaces and, for each space, estimated area, primary and secondary functions, desired location, necessary furnishings and equipment, and any special requirements. This program should also detail requirements for housing, food service, and outdoor recreational facilities.

Dean Bevan is being asked to serve on the Committee in order to provide liaison with the planning group for the marine biological research facility. Through Dean Bevan the Committee should also consult Mr. Beck of the U.S. Shellfish Sanitation Service regarding the relationship of this center to the shellfish research facility and to the marine biology activities of other Federal agencies at the Manchester site.

Mr. Earl Powell of the University Architect's Office will serve the Committee as staff assistant. I hope that you will consult other members of the faculty or staff who might be interested in the Committee's work. If you encounter any questions which cannot be resolved without assistance

from the administration, please advise me and, if necessary, I will refer them to the Capital Construction Board for resolution.

So the University can prepare an early application, I am requesting that an outline program be completed by the Committee no later than September 2, 1966.

It will be appreciated if you will telephone your response to this request to Mrs. Diana McCann, extension 3-5010.

Very sincerely,

F. P. Thieme
Vice President

FPT:dm

cc: Dean Charles H. Norris
Mr. Earl Powell
Dean Lehan K. Tunks
Dean Richard Van Cleve
Members, Capital Construction Board

FINDINGS AND RECOMMENDATIONS

FINDINGS AND RECOMMENDATIONS

A. FINDINGS

1. The Committee has found that a Remote Continuing Education Center at Manchester, Washington, would strengthen in great degree the purposes and operation of a proposed Marine Biological Research Station, to be operated by the University of Washington as part of a marine sciences complex which also includes research facilities of the U. S. Public Health Service (Shellfish Sanitation Laboratory), the Federal Bureau of Commercial Fisheries, and the Federal Bureau of Sport Fisheries and Wildlife.[1]

2. The Committee has also found that a number of highly significant additional and related activities centering about the broad fields of Natural Resources Public Policy and Environmental Studies would be both appropriate and highly suited to the Center.[2] In addition to the foregoing, a vast variety of other residential Continuing Education programs, including short courses and seminars presented by the Schools of Medicine, Business Administration, and Law; the College of Engineering; and by other schools and colleges, may effectively be scheduled in the Center.[3] The

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[1] See pp. 14 and 15; pp. 17-22; and Appendix III, p. 57.

[2] See pp. 23-26.

[3] See pp. 22 and 23.

aforementioned activities, in combination with programs devoted to the Marine Sciences, will insure the highest possible level of effective total operation for the Center.[4]

3. Remote Continuing Education Centers, by virtue of their unique educational advantages (seclusion, informality, and cohesiveness), are found in ever increasing numbers throughout the country and have been recognized by leading universities as virtually indispensable in the effective presentation of specialized academic programs, such as residential short courses, conferences, institutes, seminars, and other types of meetings. Such programs, through their relationships to the established disciplines and departments of the university, are better served by a Remote Continuing Education Center which is an integral arm of the total university complex.[5]

4. There has been and continues to be an urgent need for a Remote Continuing Education Center operated by the University of Washington.[6] Expanding programs in many educational areas, often heightened and supported by the effects of recent significant federal legislation concerned with the dissemination of scientific information and the solution of urban, suburban, and rural problems, indicate that this need shall continue to increase in the years ahead.[7]

5. The Manchester site meets all preestablished criteria for the

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[4]See p. 26 and Appendix II, pp. 55 and 56.

[5]See pp. 9 and 10.

[6]See pp. 11-14.

[7]See pp. 12 and 13.

construction and operation of a University-operated Remote Continuing Education Center, and, because of the compatibility of the purposes of the several University and federal units to be located upon the site, is ideally suited for such a facility.[8]

6. Based upon the experience of other universities, it has been found that the optimum size for a university-operated Remote Continuing Education Center is a facility which has accommodations suitable for handling approximately 60 persons on an overnight basis, with allowances for up to 90 more (i.e., total of 150) for daily instructional and dining purposes.[9]

B. RECOMMENDATIONS

1. It is the strong recommendation of the Committee that this study form the basis for future action relative to the proposed Center, including (in conjunction with the report of the Ad Hoc Programming Committee for a Marine Biological Research Station at Manchester) application at an early date to the General Services Administration, through the U.S. Department of Health, Education, and Welfare, for acquisition of the relevant property.[10]

2. It is the strong recommendation of the Committee that, following acquisition of the Manchester property, steps toward the construction of a Remote Continuing Education Center be initiated as rapidly as possible.

3. In accordance with Finding Number 6 (above), it is herein recommended that the following composite of rooms, areas, and spaces, excluding

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[8] See pp. 13-17.

[9] See pp. 26 and 27.

[10] See Map, Appendix III, p. 57.

administrative, lounge, and non-assignable areas, be considered as highly desirable for the effective operation of a University of Washington Remote Continuing Education Center:[11]

Instructional Facilities		Dining Facilities	
Lecture Room	1	Large Dining Room	1
Seminar Rooms	3	Executive Dining Room	1
Small Seminar Rooms	3	Kitchen Facility	1
Special Committee Rooms	2		
Library	1		

Living Accommodations

Living Units for Participants	--[12]
Staff Accommodations	3
Caretaker's Dwelling	1

4. In addition to the foregoing, it is recommended that eight faculty cabins, designed for use by participating University faculty and researchers, as well as distinguished visitors, be constructed in an area to the west of the Center itself.[13]

5. In addition to many specific requirements for individual rooms,[14] the following general requirements for the Center at large are highly recommended:[15]

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[11] A more complete description of these areas, including the estimated square footage, is found in Appendix I, pp. 34-54.

[12] A combination of one- and two-bed units sufficient to accommodate approximately 60 persons

[13] See p. 27 and Appendix III, p. 57.

[14] See individual room descriptions in Appendix I, pp. 36-53.

[15] For elaboration, see pp. 28-32.

a. Attention to overall aesthetic qualities, i.e., landscaping; view; style and decor (academic character, "Northwestern" influence); and avoidance of "hotel-like" atmosphere.

b. Attention to area relationships, interior to interior and interior to exterior.

c. Appropriate outside recreational facilities.

d. Provision for adequate drives, parking, and load and unload areas, with particular attention given to the unobtrusive location of parking areas.

6. At such a time when construction of a second center may become necessary, it is recommended that such a center be located in the area to the southwest of the original Center.[16]

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[16]See pp. 32 and 33 and Appendix III, p. 57.

NARRATIVE REPORT

A. Preface

B. History and Nature of Continuing Education Centers

C. Developments at the University of Washington

D. Nature of the Manchester Site

E. Uses of the Facility

F. The Facility Itself

G. Conclusion

NARRATIVE REPORT

A. Preface. Recent years have seen an increasing awareness on the part of governmental, university, and community representatives in the tremendous national significance of research and subsequent dissemination of information in the broad fields of Marine Sciences, Natural Resources Public Policy, and Environmental Studies. Vast segments of future society will be dependent on the work currently being done in these areas, and responsible individuals and organizations at all levels have begun to devote their capabilities to advancements in the field. For some time, the University of Washington has been increasing its involvement in a number of interdisciplinary research and education programs which concentrate their efforts upon aspects of problems inherent to these fields. Among these enterprises is a proposed University-Federal complex, to be located near Manchester, Washington, and devoted primarily to research and subsequent dissemination in the Marine Sciences. Conceived of as an integral portion of this complex--the dissemination factor--is a University-operated Remote Continuing Education Center, wherein conferences, seminars, and the like, dealing with activities conducted upon the site, may be programmed. In addition to Continuing Education programs concentrating upon the Marine Sciences, a great number and variety of other appropriate and highly significant University-sponsored activities may be carried out at the Center, thereby supporting and complementing both the aim and operation of the total facility. The report which follows details in some

length the conception, nature, and use of such a proposed center.

B. History and Nature of Continuing Education Centers. With the increasing realization in recent years by universities across the nation of the need for and responsibilities inherent in the programming of specialized academic continuing education activities in a wide number of areas has come a concomitant realization that in many instances, especially those involving conferences, seminars, workshops, and similar professionally oriented programs, there is a definite need for a specialized facility or facilities wherein such programs may most effectively be carried out. Basically, this need stems from the fact that most continuing education programs of this sort, as opposed to the traditional course offerings of the university, are geared to the unique and specialized needs of the adult learner. These individuals, most of whom are engaged in successful business or professional activities in the community, have come to the realization that technological advances in knowledge bearing on their fields have made it imperative that they assimilate the more important aspects of this knowledge if they are to avoid professional obsolescence. They are not, however, generally in a position to conveniently partake of the traditional forms of classroom instruction, meeting for an hour or two once every day or several days throughout the course of a quarter or semester. Rather, they have found the most convenient, as well as the most effective, manner to be that of "supercharged instruction," wherein they come together for periods of from one day to several weeks for intense periods of full-time instruction and study. The emphasis in such cases is often upon learning as a group, thereby making for extensive use of the conference or seminar type of instruction, as well as individual study. In other words, the

cohesiveness of the group is an all-important factor. One of the most effective methods of achieving such cohesiveness is through a residential atmosphere, i.e., a situation wherein participants in short- and long-term conferences, institutes, workshops, and seminars may work, sleep, study, eat, and relax all in one centralized location. Such self-containment, many universities have found, is best achieved through the creation of a specialized facility designed to meet the needs placed upon it as outlined above. This facility is most commonly termed a Continuing Education Center, and there are at present some seventy such centers, of varying sizes and capabilities, operated by universities in the United States, with an additional thirteen located in Canada.

In considering Continuing Education Centers, a basic differentiation must be made between two major types of facilities, the On-Campus Continuing Education Center and the Remote Continuing Education Center. Two primary factors tend to distinguish the former category--size and proximity to the central campus of the parent university. Remote Centers, on the other hand, derive their uniqueness in part from their smaller size, but more particularly by the fact that they tend to be placed at some distance from the university and community setting, although easily reached by conventional modes of transportation, and, insofar as possible, in a setting both remote and attractive. Inasmuch as the purpose of this report is to outline the requirements for a University-operated Remote Continuing Education Center, all future reference to centers will refer to this particular type of facility.

The earliest university-operated Remote Center, in terms of the definition as outlined above, was the University of Illinois' Allerton

House, which commenced operations in 1949 and continues to serve in that capacity today. Other well-known centers beginning operations in the intervening years include the Adirondack Centers (Sagamore, Pinebrook, and Minnowbrook) of Syracuse University; New York University's Gould House; Columbia University's Arden House; and the Lake Arrowhead Center, operated by the University of California. With the exception of Lake Arrowhead, a former resort, all of the foregoing examples are former residences donated to the respective universities for use as Remote Centers. Indeed, a significant portion of the existing university-operated Remote Centers have been acquired in this manner. As indicated, however, in the 1958 Continuation Center Survey, compiled by the then Division of Adult Education and Extension Services of the University of Washington, such an arrangement is often far from ideal. In most cases involving centers which were converted from other uses rather than specifically constructed as Continuing Education Centers, it was reported that there was a lack of suitable facilities for the effective operation of a center (often requiring extensive remodeling), in addition to which fact there were invariably certain facilities included in the original building which could and often had to be eliminated in terms of its operation as a center. Therefore, the ideal situation, and in the long run the most effective and profitable, is that in which a university finds it possible to construct initia' its own center, conforming to the requirements and specifications which experience has shown to be the most effective and necessary to the continued, efficient operation of the facility.

C. Developments at the University of Washington. The need for a Remote Continuing Education Center operated by the University of Washington

has long been recognized. Traditionally, a wide number and variety of Continuing Education activities--residential short courses and Liberal Arts Seminars, to name but several--have been of such a nature as to require a remote residential setting, thereby making necessary the rental of facilities at a number of commercial resort and lodge establishments, often under conditions far from ideal. Within the past several years, a number of factors have emerged which make the need for suitable, permanent facilities more crucial than ever. The unprecedented growth in many areas of professionally oriented updating and refresher courses, as reflected by the recent designation at the University of Washington of a new category of courses in "Continuing Studies," has greatly increased the pressures for suitable facilities wherein to conduct residential instruction. Equally as significant, both in terms of present impact and future implications, has been the recent enactment of significant federal legislation in many educational areas. Two acts, the State Technical Services Act of 1965 and the Higher Education Act of 1965 (Title I), are particularly worthy of note. The avowed purpose of the State Technical Services Act is "To promote commerce and encourage economic growth by supporting State and interstate programs to place the findings of science usefully in the hands of American enterprise," while that of Title I of the Higher Education Act is " . . . assisting the people of the United States in the solution of community problems . . . by enabling the Commissioner /U.S. Commissioner of Education/ to make grants under this title to strengthen community service programs of colleges and universities . . . ." Programs under both of these Acts, in which the University is substantially involved, are largely of the residential conference variety, and thus require

facilities of the type best supplied by a Remote Continuing Education Center. Moreover, all indications point toward an even greater increase of federal programs of this nature in the foreseeable future. Other examples of federal legislation which bear relevance to possible future programming at the Center include Title VIII of the Housing Act of 1964, the Water Quality Act of 1965, the Manpower Development and Training Act of 1962 (as amended, 1965), and the Omnibus Rivers and Harbors Act (as amended, 1963).

Recognizing the steady emergence of the need as outlined above, the University has for several years been engaged in an intensive search for a site containing facilities suitable for adaptation to a University-operated Remote Center, or, should such facilities be unavailable, a site conforming to specifications upon which such a center could be erected. In conducting this search, a number of basic criteria relating to site selection were considered as indispensable or highly desirable. These were:

(1) Remoteness and seclusion.

(2) Reasonable accessibility by one or more approaches from the University; ideally, no more than one hour total traveling time.

(3) Predominance of aesthetic characteristics of the Pacific Northwest--water, mountains, and evergreens.

(4) Minimum necessity for site alteration or improvement.

(5) Sufficient space to insure continued seclusion, and to allow for any future expansion of facilities.

During this period, a great many sites were systematically investigated

and evaluated, with the result, however, that, for a variety of reasons, no site was found which measured up entirely to the requirements set forth for its utilization.

Recently, however, the Federal Government announced that a significant portion (approximately 150 acres) of the U.S. Naval Fuel Supply Depot located near Manchester, Washington, had been declared surplus and would be made available, under approved circumstances, for use by interested applicants (See Appendix III, Map of Manchester Site, p. 57). Shortly thereafter, an announcement was made by the U.S. Public Health Service that it would seek utilization of approximately 17 acres of the site for the construction of a Shellfish Sanitation Laboratory. Conceiving, subsequently, the possibility of a joint University of Washington-Federal complex at Manchester, centering about the Marine Sciences, a series of meetings were held between University officials and representatives of various departments of the Federal Government concerned with aspects pertaining to the Marine Sciences. As a result of these meetings, it was agreed that the University should proceed with investigations leading to an eventual proposal to the General Services Administration, through the U.S. Department of Health, Education, and Welfare, for the securing of a portion of the site as a marine-sciences-oriented research and dissemination complex to be operated by the University in cooperation and conjunction with the Shellfish Sanitation Laboratory and whatever other federal or non-federal marine sciences agencies should eventually locate there. Lately, it has been learned that two other federal agencies, the Bureau of Commercial Fisheries and the Bureau of Sport Fisheries and Wildlife, will seek acquisition of portions of the lower site for the construction of research facilities.

The investigations by the University concerning Manchester have taken the form of appointment by the administration of two ad hoc programming committees, the Ad Hoc Programming Committee for a Marine Biological Research Station at Manchester, whose duty it is to outline the specifications for a University marine sciences research complex operating in cooperation with the federal agencies, and the Ad Hoc Programming Committee for a Remote Continuing Education Center, upon whose investigations the present report depends. Liaison between the two committees has been established by the appointment of Associate Dean of Fisheries Donald E. Bevan to both, and contact by both committees has been maintained with representatives of the three federal agencies planning to occupy portions of the Manchester site.

D. Nature of the Manchester Site. In virtually all respects, the Manchester site approaches the ideal in terms of its appropriateness for the construction of a Remote Continuing Education Center. Located less than two miles north of the town of Manchester, on the Olympic Peninsula directly west of Seattle, the site may be conveniently reached by auto ferry from Seattle via two routes. The shorter of these (approximately one hour total traveling time from University to site) involves embarkation at the Fauntleroy (West Seattle) docks and debarkation at Southworth, from whence a ten-minute drive brings one to Manchester. An alternate route is via the Seattle-Bremerton ferry with a subsequent drive to Manchester via Port Orchard (average traveling time of 1½ hours). Persons desiring a more scenic land route, or those coming from Tacoma and points south, may drive via the Tacoma Narrows Bridge and thence north to the site (average driving time from the University to Manchester via this route

is slightly under two hours). In addition to these conventional modes of transportation, the site may be easily reached from a variety of points via boat, seaplane, or helicopter. A large dock, centrally located on the site, is suitable for use in a variety of manners.

Upon the site itself, the area recommended by this Committee for the construction of the Center is located on a knoll of approximately 15 acres in the northeast sector of the property (See Map on p. 57). Consultation with representatives of the interested federal agencies, as well as with the University marine-sciences interests, has revealed that situation of the Center in this area in no way interferes with other planned uses of the site and is, in fact, the most logical place for it in terms of the services it will be rendering. Beyond this, the area is in itself almost ideally suited for its intended purpose. The knoll, level on top, is elevated some distance above the surrounding terrain and looks directly out onto Puget Sound and across (in various directions) to Bainbridge Island, Seattle, Mt. Rainier, and the Cascade Range. Tall evergreens are found in various parts of the area, completing the aesthetic picture characteristic of the Pacific Northwest--water, mountains, and evergreens. To the west and southwest of the knoll is another elevated, although wooded, area which is perfectly suitable for recreational purposes in the present state, and, when necessary, for construction of additional facilities.

A survey conducted some time ago by the University's Supervising Engineer, Mr. Gordon W. Gahnberg, has revealed that no inordinate difficulties would be encountered in installing the necessary utilities upon the site. Ample space is available for parking and outdoor recreational

needs, and a number of existing roads connect the various areas of the site, thereby eliminating the necessity of extensive alterations to the site, as well as minimizing disruptions to the activities of the individual units which will be located thereupon.

E. Uses of the Facility. Inasmuch as the planned University-Federal complex at Manchester is conceived of as a complex devoted primarily to research and study in the Marine Sciences and related areas, the proposed Remote Center would see a highly appropriate usage in terms of total integration with this entire marine-sciences complex. As such, the Center would experience significant usage as a site for research, professional, and dissemination conferences and seminars tied directly to the activities conducted in the complex, as well as related marine-sciences aspects of both the federal agencies and the University. A great variety of highly significant additional uses, supporting and complementing the marine-sciences and other research activities of the Center, are also contemplated and are discussed at a later point in this report.

In determining, as nearly as possible, the types and extent of usage to which the Center would be put in the area of the Marine Sciences, conversations were held with a number of persons, representing both University and federal interests, with the result that a large and wide variety of intended uses were indicated by the various persons consulted, all of whom were highly enthusiastic in expressing the need for and desirability of such a center located in conjunction with the proposed complex. In brief, the following uses were indicated:

UNIVERSITY OF WASHINGTON

(1) College of Fisheries (Dean Richard Van Cleve; Professor Albert K. Sparks; and Associate Professor Alexander M. Dollar):

(A) One- to two-week refresher seminars held annually or semi-annually and designed to update graduates of the College of Fisheries and other professional persons in related fields.

(B) One- or two-day meetings, conducted at least once per year, concerning the diseases of oysters and involving a number of regional oyster growers and biologists.

(C) Lecture and demonstration series concerning various aspects of fisheries and shellfish research.

(D) Several meetings are held per year, generally on the East Coast, involving various national aspects of shellfish research and the shellfish industry. It is anticipated that adequate meeting and residential facilities at Manchester, together with the research complex, would attract such meetings in the future.

(E) Conferences and seminars on sanitation in food and fish processing plants--several to be done in conjunction with Assistant Professor Jack B. Hatlen of the Department of Preventive Medicine.

(F) Series of management seminars on the economics of food and fish--several to be done in conjunction with Professor James A. Crutchfield of the Department of Economics and Professor Ralph W. Johnson of the School of Law.

(G) Series of management seminars on new processes in the food and fish industries.

(H) Workshops concerning the various opportunities in food and fish processing for industry.

(I) Workshops for science teachers concerning various aspects of fisheries and food processing.

(J) "Demonstrations and Counseling on Radiation Applications and New Processes"--a program proposed by the College of Fisheries under the State Technical Services Act of 1965 (Fiscal Year 1967).

(2) Department of Oceanography (Professor Richard H. Fleming, Chairman):

(A) Programs of from several days to a week, at least once per year, designed to apprise high school teachers of the latest developments in the field of Oceanography.

(3) College of Engineering (Professors Robert O. Sylvester and Robert G. Hennes, Civil Engineering):

(A) Seminars on the disposal of marine wastes and aquatic biology--similar to those conducted in the past in conjunction with the Federal Water Pollution Control Administration.

(B) Research projects, for which laboratory and simulated conditions are needed, in the areas of sanitary engineering and river and harbor engineering. Housing accommodations (such as a center could provide) would be

desirable for a small number of faculty and students over short periods of time. The possibility of dissemination conferences on research findings in the aforementioned areas is also existent.

(4) School of Medicine (Dr. Harry D. Patton, Acting Chairman, Physiology and Biophysics; Professor Robert A. Aldrich, Pediatrics):

(A) An interdisciplinary program of graduate studies shortly to be implemented within the Department of Physiology and Biophysics will bear largely on the study of marine forms, and as such will be in need of suitable research and laboratory facilities in an area like that of Manchester. Adjacent living quarters would be ideal for use by investigators during those periods when University commitments permit them to stay overnight or for several days.

(B) Several types of developmental biology conferences are contemplated in the not-too-distant future, as well as certain types of conferences bearing on Gerontology. The study of marine forms is involved in some degree in both these types of enterprises

FEDERAL AGENCIES

(1) U.S. Public Health Service (Mr. William J. Beck, Acting Chief, Sanitary Engineering Center, Shellfish Sanitation Laboratory):

(A) Annual Review Conference of the Shellfish Sanitation Program--attracting participants from entire West Coast Area and several from other parts of country--

generally from 50-85 in attendance--duration of program variable.

(B) Specialized conferences and seminars (of variable duration and attendance) on such topics as: toxological problems; plant sanitation; harvesting practices; microbiological problems; specific technological advances; and others (possibilities unlimited).

(2) Bureau of Sport Fisheries and Wildlife (Dr. G. W. Klontz, Immunopathologist, Western Fish Diseases Laboratory):

(A) Two annual conferences on Infectious Diseases of Fish and Fish Cultural Methods--attracting participants from West Coast Region--from 30-130 people in attendance--2½ days in duration.

(B) Indeterminate number (from two to three per year presently, with expansion contemplated) of training sessions--from 2-20 participants in each--of approximately two weeks in duration.

(C) Specialized conferences and meetings on various aspects of the research and experimental work being done by the Bureau--generally of short duration--regularity and number of participants indeterminate.

(D) Strong likelihood of future national and international conferences on fish and other marine sciences interests, drawn primarily by the ideal situation of research and dissemination complex.

(3) Bureau of Commercial Fisheries (Mr. John Glude, Deputy Regional Director, Pacific Northwest Region):

(A) Annual Review Conference similar to that programmed by the Shellfish Sanitation Laboratory (See above)--attracting approximately 75 participants.

(B) A variety of dissemination conferences for members of the commercial fishing industries on various aspects of research in progress at the complex.

(C) Meetings between representatives of commercial fishing industries and the Federal Government in preparation for high-level international meetings and conferences (for example, recently held U.S.-Russian meeting on fisheries regulations)--generally from 8-25 participants--from one to three days in duration.

(D) Regional planning conferences of Bureau of Commercial Fisheries staff--approximately two per year--from 5-15 participants at each--one week in duration.

(E) Executive development conferences and short courses for Bureau staff, utilizing instructors from both the University and the Bureau--from 20-30 participants at each--average one to two weeks in duration.

In addition to the aforementioned marine sciences and related uses of the proposed Remote Center at Manchester, certain additional functions are important as well. Indeed, inasmuch as usage in terms of marine-sciences-oriented activities could not possibly account for more than a portion of the total activities contemplated or desirable within the

Center, these additional usages, in combination with the marine-sciences usages, make the entire concept financially and operationally feasible, thus insuring continual operation at the highest possible level of utilization. As a typical example of this type of programming, one might cite the residential short courses administered by the Office of Short Courses and Conferences, a form of instruction which will experience considerable growth under the newly adopted category of courses in "Continuing Studies." A special type of activity which will account for usage on weekends is that of Liberal Arts Seminars, wherein from 30-40 adults are brought together with University faculty for weekends of lecture and discussion on a variety of topics. The Director of Liberal Arts Seminars, Dr. Bernard Burke, has indicated that, given a University-operated Remote Center wherein to conduct the programs, seminars might be scheduled on virtually all of the non-holiday weekends in a year.

One particular type of residential Continuing Education activity which will undergo significant growth in the immediate future, thereby directly affecting the anticipated programming within the Center, is that concerned with interdisciplinary programs in the broad fields of Natural Resources Public Policy and Environmental Studies, as evidenced by the following statement from Professor Brewster C. Denny, Director of the Graduate School of Public Affairs:

> Although the University of Washington, as in the case of all major universities, is currently involved in a number of areas that fall under the broad category of inter-disciplinary programs, certain major emphases are apparent on this campus. One of these is the extensive inter-disciplinary concern in

the field of Natural Resources Public Policy. For nearly five years now, professors from 13 different colleges, schools, and departments of the University of Washington have been engaged in an extensive inter-disciplinary dialogue over broad issues of natural resources public policy. Another developing area which promises significant inter-disciplinary activities concerns environmental questions, particularly those growing out of extensive new medical care programs, as well as from the significant social, economic, and political implications of exciting new developments in medical care and human biology. The environmental approaches here show a strong interest in the special character of the Pacific Northwest, including preservation of the amenities and such specific problems as air, water, and forms of land pollution. Because our interests in these broad areas are so extensively water-based and resource-based, a site such as that afforded at Manchester is a "natural" in every sense of the word for continuing education activities in these broad fields. The University is associated with a wide number and variety of government agencies at the federal, state, and local levels in cooperation with whom a significant number of such programs are anticipated. A Remote Continuing Education Center at Manchester would present an outstanding opportunity for broad public policy conferences between government, education, and business on major policy matters in natural resources and environmental fields. The setting would be ideal, and the

Center's specific relationship to the development of a unique University of Washington program would be clear and significant.

At present, the Graduate School of Public Affairs is involved in a variety of continuing education programs for all levels of government, either as a cooperative participant or as direct sponsor. The following list of programs represents a typical pattern of the kinds of programs which are most effectively presented at a remote center:

A. Executive Seminar in the Management Sciences (presented two or three times a year; of three days' duration; 30-50 participants).

B. Natural Resources Public Policy Seminar (presented two or three times a year; of three days' duration; 30-50 participants).

C. Workshop for Middle Managers (presented from three to six times a year; of five days' duration; 15-40 participants).

D. National Institute of Public Affairs Career Education Awards Program; Faculty and Student Retreat (conducted twice a year; 25 participants).

E. Regional Executives Public Policy Seminar (presented once a year; of two days' duration; 60 participants).

F. Workshop for State Executives (presented once a year; of two days' duration; 20-40 participants).

G. Workshop for Urban Administrators (presented

three times a year; of two to three days' duration; 30-60 participants).

In addition to these specific kinds of programs, from time to time the Graduate School of Public Affairs will be sponsoring or co-sponsoring specific conferences and institutes which will be held to explore particular problem areas involving a wide range of interested organizations, including civic organizations. These would generally be one or two day affairs, and in most instances probably would involve some 50-100 participants.

All factors considered, it is the opinion of the Committee that these additional activities, when added to the marine-sciences operations of the Center, will make possible the most effective fiscal operation of the facility, and will, moreover, reflect in depth the on-going programs and purposes of the University.

F. The Facility Itself

1. Determining the Rooms. After careful consideration by the Committee, it was agreed, and is herein recommended, that the optimum situation for the Center itself would be a facility which had accommodations suitable for handling approximately 60 persons on an overnight basis, with allowances for up to 90 more (i.e., total of 150) for daily instructional and dining purposes. Investigation of practices at other institutions operating remote centers has indicated that a larger facility begins rapidly to lose the important qualities which are intended to distinguish a remote center, i.e.,

remoteness, cohesiveness, informality, etc. Moreover, there is the additional factor that a center of the size proposed is of optimal economic feasibility in terms of anticipated use in the immediate future.

Having determined the foregoing, a variety of rooms, areas, and spaces which might be termed either necessary or desirable for a Remote Continuing Education Center of this size were listed and described for consideration by the Committee. Information for this effort was elicited from a number of sources, primarily the 1958 Continuation Center Survey and the advice of a number of persons in the administration having knowledge of remote centers. Following comments and suggestions by Committee members and others, a final listing was agreed upon for recommendation in this report, divided into four general classifications, i.e., Instructional Facilities; Dining Facilities; Living Accommodations; and General.

Also included under the general classification of Living Accommodations are a number of small cabins, to be located in the area to the west of the Center itself (See Map on p. 57), and intended for use by participating faculty and research personnel, or, on occasion, distinguished visitors.

A complete list of the proposed rooms, areas, and spaces, broken down into the four general classifications outlined above, is provided in Appendix I. Also included in this appendix are individual room description forms for each of these rooms, areas, and spaces, upon which may be found detailed information concerning the number, square footage, primary and (where applicable) secondary

functions, preferred location, furnishings, and special facilities and/or requirements of each particular room. It will be noted that non-assignable areas, such as washrooms, storage areas, lobbies, and the like are not included among the room descriptions, the disposition of such areas being left to the ultimate discretion of the architects. Certain other recommendations pertaining to non-assignable areas will be covered in the next segment of this report, dealing with special needs and requirements of the facility at large.

It is, of course, understood that the recommendations contained within this report are based upon information available at this time, and are subject to appropriate modification when final plans for the facility are being formulated with the architects.

Estimated occupancy and income totals over the first five years of the Center's operation are provided in Appendix II, pp. 55 and 56.

2. General Requirements. Above and beyond the more specialized recommendations set forth in the individual room description forms (Appendix I), there are in addition several more general qualities and requirements deemed desirable as they relate to the facility at large. For the most part, these are considerations which, although somewhat difficult to outline concretely in a report of this nature, are nonetheless conceived of as being extremely important and deserving of appropriate attention at such a time when final plans are being formulated with the architects.

The Committee is strongly in agreement that overall aesthetic qualities are of prime importance in a facility of this type. Inasmuch as a substantial number of participants will be attending certain events on a recurring basis, it is very likely that they will find themselves returning to the Center several times during the course of any one year, and a great many times over a period of years. Such being the case, it is of the utmost importance that a maximum effort be devoted to making the entire facility as comfortable and inviting as possible, thereby insuring that a Remote Continuing Education Center operated by the University of Washington would be a place which people would enjoy and look forward to revisiting. Inextricably tied to the foregoing concept is the avoidance at all costs of a "hotel" or "convention-like" atmosphere. On the contrary, the Center should be designed in such a way so as to reflect its basic purpose, that is, a self-contained facility wherein participants may work, study, sleep, dine, and relax, comfortably and with a minimum of distraction. Concurrent with these considerations, it is recommended that a great deal of thought be given to such matters as tasteful landscaping and a pleasing and utilitarian architectural style and decor, both interior and exterior, infused where possible with both a distinctive "Northwestern" and appropriately academic atmosphere. The design should relate to the natural attributes of the site, and preference undoubtedly should be given to the use of wood in design and construction.

The foregoing criteria, of course, apply to the faculty cabins as well as to the Center itself.

The problem of the relationships of interior to exterior areas, as well as interior to interior areas, is assuredly a most important one, although at this juncture very little may be said specifically about the matter, pending the actual commencement of planning by the architects. Generally speaking, however, it may be noted that, insofar as is possible, particular attention should be given to a physical separation of the conference/instructional facilities from the so-called "residential" aspects of the facility, such as living and dining accommodations. Since it is to be expected that a center would be used on some occasions by more than one group at a time, it would be important that the general plan and the design of specific features be conducive to maintaining the identity and separateness of each group. This would be particularly important in designing the meeting rooms, lounge areas, and dining and living accommodations.

An example of a method by which to attain the foregoing, although by no means the only method available or suitable for consideration, would be to construct the facility roughly along the following lines: a central unit, containing instructional facilities, dining accommodations, and administrative offices, with three or more radiating wings containing the living accommodations.

Recreational facilities are conceived of as a most important part of this facility, and although space has been given to the description of an inside recreation room (p. 53), no indication has been given as to the extent of outside facilities of this type. Realizing that such considerations are dependent upon the disposition of acreage and the physical layout of the permanent facilities, it

is nonetheless urged that appropriate consideration be given in the final planning to the availability of a number of these outside recreational areas, possibly to include such facilities as walk and picnic areas, badminton, tennis, and horseshoes.

Certain highly recommended mechanical requirements of the Center deserve special mention. To the normal distribution of washroom facilities, as determined by the architects, should be added the recommendation that a special concentration of such washroom facilities be placed in relative proximity to the conference/instructional areas. This consideration is prompted by the fact that several conferences will conceivably be taking breaks at the same general time, with only a small amount of time between sessions.

The need for extensive use of audio-visual equipment in several of the instructional areas, as indicated in the individual room descriptions, is again emphasized as a necessary component of many of the highly specialized usages to which these rooms will be put. The exact nature and extent of these audio-visual facilities is yet to be determined in consultation with those individuals most knowledgeable in this field.

Soundproofing and high capacity forced air ventilation have been specified as requirements in a number of areas and are deserving of careful consideration, particularly in view of the benefits they provide in terms of both comfort and utility.

Additionally, it is recommended that particular attention be given by the architects to the needs of physically handicapped participants who might be using the facilities.

Flexibility in the use of the facilities would require adequate general storage space to accommodate coffee carts, tables, and chairs, as well as linen and other housekeeping and grounds maintenance equipment and supplies.

Drives and parking areas should be conveniently arranged to permit multiple loading and unloading of private automobiles. An adequate number of parking stalls should be provided for the living-in participants, with a reasonable number of additional stalls for one-day participants. Particular attention, however, should be devoted to the location of parking facilities in an area sufficiently separated from the Center to insure their unobtrusiveness.

3. Future Developments. Judging from the experience of other university-operated Remote Continuing Education Centers, it is not unreasonable to assume that, at some period after initial operation of a center, the time will come when the existing facilities are not sufficient to meet all of the demands placed upon it. When this occurs, two alternatives are open to alleviate the situation: (1) expansion of existing facilities and (2) construction of another center. The former alternative is to be discouraged, inasmuch as an expansion of existing facilities would tend to increase the size of the Center beyond the limits prescribed above as optimal, thereby decreasing both the concept and effectiveness of a remote center. Construction of another center is, therefore, the most desirable alternative under such circumstances. The Manchester site is ideally suited for such a procedure by virtue of the area located to the southwest of the original site (See Appendix III, p. 57).

Here, a second center may at some future date be constructed which, while preserving its autonomy, might still be serviced jointly with the original center. In the interim, this area is ideally suited for recreational purposes and as a much needed buffer zone between the other activities of the site.

G. Conclusion. In conclusion, it is the hope of this Committee that the initial study as described herein may form the basis for future action relative to the proposed Remote Continuing Education Center at Manchester and will, together with the report of the Ad Hoc Programming Committee for a Marine Biological Research Station, aid substantially in the application to the General Services Administration, through the U.S. Department of Health, Education, and Welfare, for the acquisition of the property by the University of Washington. It is our understanding that future planning for the Center, including consultation with the marine-sciences interests (federal and University), the University Architect's Office, University fiscal officers, and other appropriate members of the University's faculty and staff, will be carried on by the Office of the Dean, Continuing Education. Due to the demonstrated and pressing need for a Remote Continuing Education Center, as well as to the ideal character of the Manchester site for such a center, the members of this Committee strongly recommend that steps toward its construction be initiated as rapidly as possible.

The Committee believes that it has fulfilled its assignment as stated in the mandate letter and respectfully requests, therefore, that it be discharged.

APPENDIX I

List of Recommended Rooms, Areas, and Spaces for
Remote Continuing Education Center, with Estimated Total Area

Individual Room Descriptions for Remote Continuing Education Center

Non-Assignable Areas, Remote Continuing Education Center

LIST OF RECOMMENDED ROOMS, AREAS, AND SPACES FOR REMOTE CONTINUING EDUCATION CENTER, WITH ESTIMATED TOTAL AREA

	Page	Estimated Total Square Footage
I. INSTRUCTIONAL FACILITIES		
A. Lecture Room	36	2,355
B. Seminar Rooms (3)	37	2,160
C. Small Seminar Rooms (3)	38	924
D. Special Committee Rooms (2)	39	750
E. Library	40	500
		6,689
II. DINING FACILITIES		
A. Large Dining Room	41	2,250
B. Executive Dining Room	42	384
C. Kitchen Facility	43	2,250
		4,884
III. LIVING ACCOMMODATIONS		
A. Living Units for Participants*	44	11,000
B. Staff Accommodations (3)	45	600
C. Caretaker's Dwelling	46	750
D. Faculty Cabins (8)	47	8,000
		20,350

*A combination of one- and two-bed units sufficient to accommodate approximately 60 persons

		Page	Estimated Total Square Footage
IV.	GENERAL		
	A. Office and Registration Area	48	308
	B. Office of Center Manager	49	150
	C. Main Lounge	50	3,556
	D. Social Lounge	51	1,000
	E. Small Lounges	52	750
	F. Recreation Room	53	500
			6,264
	Total Assignable Area		38,187
	Allowance for Non-Assignable Areas (Corridors, Washrooms, Wall Thicknesses, etc.) 67%		25,585
	ESTIMATED GROSS AREA, ASSIGNABLE AND NON-ASSIGNABLE		63,772

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: INSTRUCTIONAL FACILITIES

Description of Room: Lecture Room

No. of Rooms: 1 Area of Room: 2,355 sq. ft. Total: 2,355 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): 150

Primary Function: Lecture Room

Secondary Function:

Preferred Location of Room(s): In close proximity to other instructional facilities; well separated from kitchen and dining facilities.

Furnishings: Projection and screen equipment (including booth); taping equipment; microphones; easily visible, pull-down blackboards; elevated podium and table space; comfortable, movable seats with folding tablet arms.

Special Facilities and/or Requirements: Easy access and flow from the rear; shaped so as to allow all to view stage easily; appropriate audio-visual equipment; high capacity forced air ventilation; facility for darkening.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: INSTRUCTIONAL FACILITIES

Description of Room: Seminar Rooms

No. of Rooms: 3 Area of Room: 720 sq. ft. Total: 2,160 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): 35

Primary Function: Seminar and conference rooms

Secondary Function: One of the rooms may function under certain circumstances as a press room.

Preferred Location of Room(s): In close proximity to other instructional facilities; well separated from kitchen and dining facilities.

Furnishings: Slide-type projection equipment, including pull-down screen; pull-down blackboards in one room (stationary in others); blackboards on three sides; padded chairs; adjustable table set-ups.

Special Facilities and/or Requirements: Facility for darkening; high capacity forced air ventilation; appropriate audio-visual equipment; phone jacks in one room.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: INSTRUCTIONAL FACILITIES

Description of Room: Small Seminar Rooms

No. of Rooms: 3 Area of Room: 308 sq. ft. Total: 924 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): 15

Primary Function: Small seminar and conference rooms

Secondary Function:

Preferred Location of Room(s): In close proximity to other instructional facilities; well separated from kitchen and dining facilities.

Furnishings: Conference tables; comfortable chairs; blackboards.

Special Facilities and/or Requirements: High capacity forced air ventilation.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: INSTRUCTIONAL FACILITIES

Description of Room: Special Committee Rooms

No. of Rooms: 2 Area of Room: 750 sq. ft. Total: 750 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): 15

Primary Function: Special meeting room for high-level committees or executive sessions of conferences.

Secondary Function: In times of peak operation may serve as an extra seminar room.

Preferred Location of Room(s): In proximity of, but sufficiently separated from, other instructional facilities; well separated from kitchen and dining facilities.

Furnishings: Pull-down blackboards; paneling; provisions for coffee and refreshments; conference table and comfortable chairs; telephone outlet; carpeting.

Special Facilities and/or Requirements: Facility for darkening; appropriate audio-visual equipment; high capacity forced air ventilation.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: INSTRUCTIONAL FACILITIES

Description of Room: Library

No. of Rooms: 1 Area of Room: 500 sq. ft. Total: 500 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): 35-40

Primary Function: Library for participants in activities held within the Center; area to house special collections being utilized in connection with activities being carried out at the Center.

Secondary Function:

Preferred Location of Room(s): In proximity of, but sufficiently removed from, other instructional facilities; well separated from kitchen and dining facilities.

Furnishings: Adequate shelf space; reading tables with chairs; couches, lounge chairs, and end tables; lamps; other appropriate furnishings.

Special Facilities and/or Requirements: High capacity forced air ventilation.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: DINING FACILITIES

Description of Room: Large Dining Room

No. of Rooms: 1 Area of Room: 2,250 sq. ft. Total: 2,250 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): 150

Primary Function: Dining room

Secondary Function:

Preferred Location of Room(s): Adjacent to kitchen facilities; well separated from instructional facilities.

Furnishings: Normal complement of dining room furnishings (round tables, chairs, and other appropriate furnishings and appointments).

Special Facilities and/or Requirements: Orientation toward best possible view; many picture windows; high capacity forced air ventilation. Cafeteria counter for breakfast and lunch service (partitioned off for sit-down service at dinner). Attention to possibility of dividing up room for special dinner meetings, etc.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: DINING FACILITIES

Description of Room: Executive Dining Room

No. of Rooms: 1 Area of Room: 384 sq. ft. Total: 384 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): 20-25

Primary Function: Private dining room for executive committees or other special groups.

Secondary Function: Room for executive luncheon meetings. In emergency may serve as an additional conference room.

Preferred Location of Room(s): Adjacent to kitchen facilities, but isolated from Large Dining Room; well separated from instructional facilities.

Furnishings: Appropriate furnishings and appointments.

Special Facilities and/or Requirements: Orientation toward best possible view; high capacity forced air ventilation.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: DINING FACILITIES

Description of Room: Kitchen Facility

No. of Rooms: ? Area of Room: 2,250 sq. ft. Total: 2,250 sq. ft.

No. of Occupants: Normal: -- Maximum (where applicable): --

Primary Function: Kitchen; food storage; etc.

Secondary Function:

Preferred Location of Room(s): Adjacent to dining facilities; well separated from instructional and living accommodations.

Furnishings: Normal complement of kitchen equipment for facility of this size.

Special Facilities and/or Requirements:

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: LIVING ACCOMMODATIONS

Description of Room: Living Units for Participants

No. of Rooms: * Area of Room: Variable sq. ft. Total: 11,000 sq. ft.

No. of Occupants: Normal: 1-2 Maximum (where applicable): _____

Primary Function: Individual living units for conference and seminar participants.

Secondary Function: _____

Preferred Location of Room(s): In living accommodations area; isolated from instructional and dining facilities.

Furnishings: Twin beds; combined dressers and writing desks; closets; attached baths with showers; study chairs; lounge chairs; end tables and lamps; bed tables; drapes.

Special Facilities and/or Requirements: Direct sunlight access; view.

Additional Comments: *A combination of one- and two-bed units sufficient to accommodate approximately 60 persons.

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: LIVING ACCOMMODATIONS

Description of Room: Staff Accommodations

No. of Rooms: 3 Area of Room: 200 sq. ft. Total: 600 sq. ft.

No. of Occupants: Normal 1 Maximum (where applicable): _____

Primary Function: Accommodations for registration staff for conferences and/or seminars.

Secondary Function: _____

Preferred Location of Room(s): Adjacent to, but slightly isolated from, living units of participants.

Furnishings: Appropriate complement of living accommodations furnishings, similar to those outlined for participants' units.

Special Facilities and/or Requirements: _____

Additional Comments: _____

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: LIVING ACCOMMODATIONS

Description of Room: Caretaker's Dwelling

No. of Rooms: ? Area of Room: -- sq. ft. Total: 750 sq. ft.

No. of Occupants: Normal: 2 Maximum (where applicable): Variable

Primary Function: Living quarters for caretaker of Remote Center and his wife.

Secondary Function:

Preferred Location of Room(s): Apart from, but reasonably close to, the center complex itself.

Furnishings: Appropriate complement of furnishings for a facility of this type.

Special Facilities and/or Requirements:

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: LIVING ACCOMMODATIONS

Description of Room: Faculty Cabins
(cabins) (per cabin)
No. of Rooms: 8 Area of Room: 1,000 sq. ft. Total: 8,000 sq. ft.

No. of Occupants: Normal: 2 Maximum (where applicable): 4

Primary Function: Living accommodations for faculty and/or research personnel engaged in activities upon the site.

Secondary Function: Accommodations for distinguished visitors; emergency over-flow accommodations for conference participants.

Preferred Location of Room(s): In area to the west of Remote Center (See Map on p. 57); secluded, insofar as possible, from other buildings on the site and from each other.

Furnishings: Normal complement of comfortable and adequate furnishings for a facility of this type.

Special Facilities and/or Requirements: Kitchenette equipment (stove, refrigerator, etc.); site telephone.

Additional Comments: Each cabin should contain: 2 twin-size bedrooms; living and dining area; kitchenette; bathroom; porch or deck.

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: GENERAL

Description of Room: Office and Registration Area

No. of Rooms: 1 Area of Room: 308 sq. ft. Total: 308 sq. ft.

No. of Occupants: Normal: 2 Maximum (where applicable): 2-3

Primary Function: Office of Center

Secondary Function: Registration area for conference and/or seminar participants.

Preferred Location of Room(s): Near main entrance to Center; adjacent to main lobby or entrance foyer.

Furnishings: Appropriate complement of office furnishings; registration counter.

Special Facilities and/or Requirements:

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: GENERAL

Description of Room: Office of Center Manager

No. of Rooms: 1 Area of Room: 150 sq. ft. Total: 150 sq. ft.

No. of Occupants: Normal: 1 Maximum (where applicable): _____

Primary Function: Office for Manager of Remote Continuing Education Center

Secondary Function: _____

Preferred Location of Room(s): Adjacent to Registration Area.

Furnishings: Appropriate complement of office furnishings.

Special Facilities and/or Requirements: _____

Additional Comments: _____

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: GENERAL

Description of Room: Main Lounge

No. of Rooms: 1 Area of Room: 3,556 sq. ft. Total: 3,556 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): Variable

Primary Function: Place to congregate and hold informal conversations; area of relaxation.

Secondary Function: Emergency usage for purposes of exhibit, conferences, etc.

Preferred Location of Room(s): Separated from living accommodations, but easily accessible from all areas of the facility.

Furnishings: Couches; lounge chairs; tables; lamps; a number of book-shelves for books and periodicals; other appropriate furnishings and appointments; either permanent or portable coffee-making facilities.

Special Facilities and/or Requirements: Comfortable; good lighting; high capacity forced air ventilation; picture windows and view; sound-proofing.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: GENERAL

Description of Room: Social Lounge

No. of Rooms: 1 Area of Room: 1,000 sq. ft. Total: 1,000 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): Variable

Primary Function: Refreshment and lounge area

Secondary Function:

Preferred Location of Room(s): In vicinity of dining area.

Furnishings: Comfortable tables and chairs; snack and beverage facilities.

Special Facilities and/or Requirements:

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: GENERAL

Description of Room: Small Lounges

No. of Rooms: 3 (or more) Area of Room: 250 sq. ft. Total: 750 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): Variable

Primary Function: Small lounges and informal discussion areas for participants in residential programs.

Secondary Function:

Preferred Location of Room(s): To be located within easy accessibility of various parts of living accommodations area.

Furnishings: Couches; lounge chairs; tables; lamps; other appropriate furnishings and appointments.

Special Facilities and/or Requirements: Comfortable; good lighting; high capacity forced air ventilation; soundproofing.

Additional Comments:

INDIVIDUAL ROOM DESCRIPTION FOR REMOTE CONTINUING EDUCATION CENTER

GENERAL CLASSIFICATION: GENERAL

Description of Room: Recreation Room

No. of Rooms: 1 Area of Room: 500 sq. ft. Total: 500 sq. ft.

No. of Occupants: Normal: Variable Maximum (where applicable): Variable

Primary Function: Recreation and game room

Secondary Function:

Preferred Location of Room(s): Reasonably accessible to all areas of the facility.

Furnishings: Ping Pong tables; shuffleboard equipment; billiard table; dartboards; other appropriate equipment and furnishings.

Special Facilities and/or Requirements: Soundproofing; good lighting; high capacity forced air ventilation.

Additional Comments: In addition to the inside recreation room described above, attention should be given to provisions for appropriate recreational areas and facilities located out of doors (See pp. 30 and 31)

NON-ASSIGNABLE AREAS
REMOTE CONTINUING EDUCATION CENTER

(1) Washrooms

(2) Audio-Visual Storage

(3) Mechanical and Heating Room

(4) Corridors and Entrances (Lobby or Foyer)

(5) General Storage

(6) Garage and Equipment Storage

(7) Parking Area

(8) Outside Recreation Areas

APPENDIX II

Estimated Occupancy and Income

APPENDIX II

ESTIMATED OCCUPANCY AND INCOME

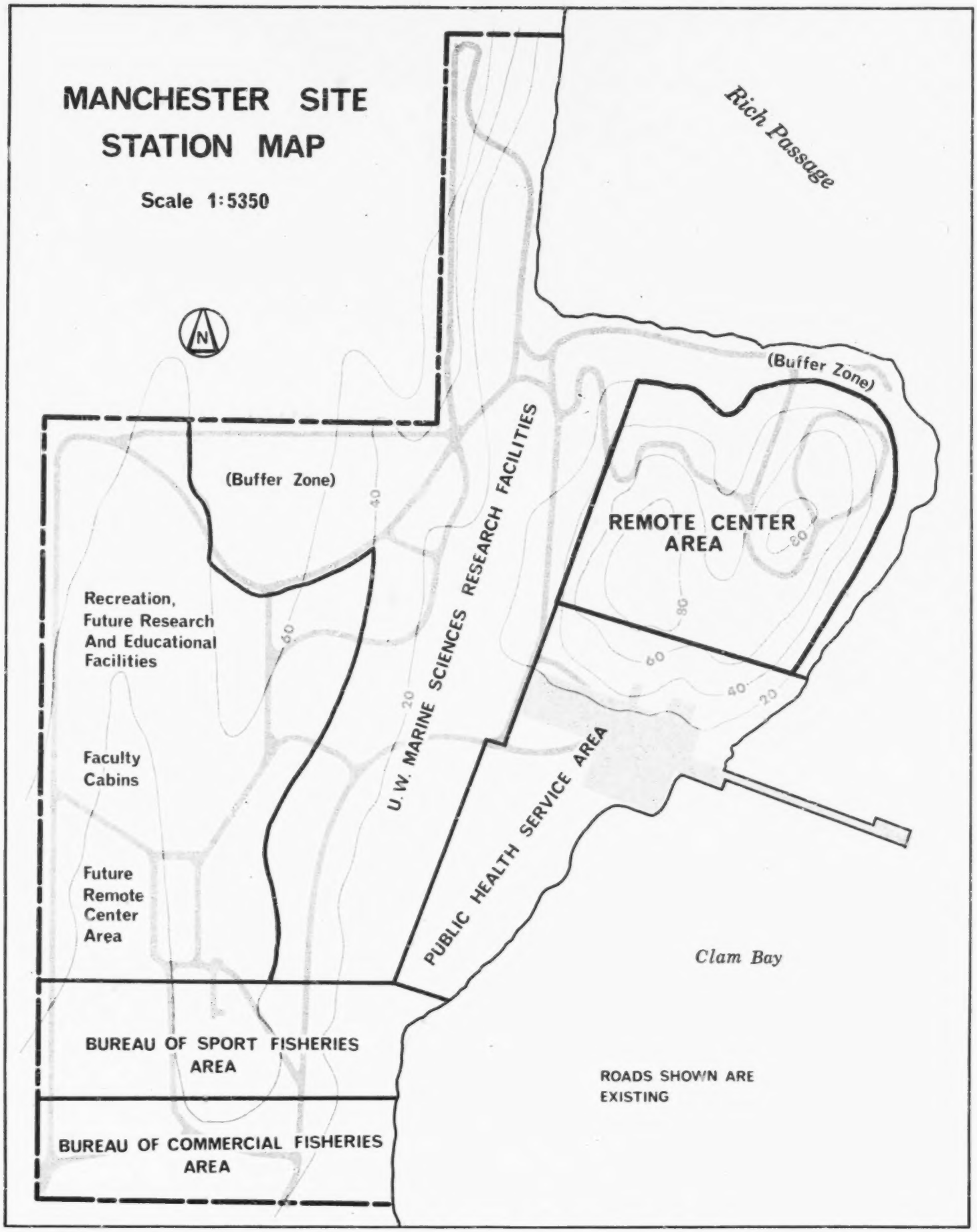
Yearly Activities	No. of Persons per Month	Average Stay	Average Man Days per Month	Average Man Days per Year	Room Income @ $7 per Man Day	Board Income @ $7 per Man Day	Total Income
1st Year							
Marine Sciences and Other Short Courses and Conferences	150	2	300	3,600	$25,200	$25,200	$ 50,400
Liberal Arts Seminars	80	2	160	1,920	13,440	13,440	26,880
Walker-Ames and Other	30	1	30	360	2,520	2,520	5,040
TOTAL	260		490	5,880	$41,160	$41,160	$ 82,320
2nd Year							
Marine Sciences and Other Short Courses and Conferences	200	2	400	4,800	$33,600	$33,600	$ 67,200
Liberal Arts Seminars	100	2	200	2,400	16,800	16,800	33,600
Walker-Ames and Other	40	2	80	960	6,720	6,720	13,440
TOTAL	340		680	8,160	$57,120	$57,120	$114,240
3rd Year							
Marine Sciences and Other Short Courses and Conferences	210	2	420	5,040	$35,280	$35,280	$ 70,560
Liberal Arts Seminars	100	2	200	2,400	16,800	16,800	33,600
Walker-Ames and Other	50	2	100	1,200	8,400	8,400	16,800
TOTAL	360		720	8,640	$60,480	$60,480	$120,960

APPENDIX II (Continued)

Yearly Activities	No. of Persons per Month	Average Stay	Average Man Days per Month	Average Man Days per Year	Room Income @ $7 per Man Day	Board Income @ $7 per Man Day	Total Income
4th Year							
Marine Sciences and Other Short Courses and Conferences	260	2	520	6,240	$43,680	$43,680	$ 87,360
Liberal Arts Seminars	100	2	200	2,400	16,800	16,800	33,600
Walker-Ames and Other	65	2	130	1,560	10,920	10,920	21,840
TOTAL	425		850	10,200	$71,400	$71,400	$142,800
5th Year							
Marine Sciences and Other Short Courses and Conferences	310	2	620	7,440	$52,080	$52,080	$104,160
Liberal Arts Seminars	110	2	220	2,640	18,480	18,480	36,960
Walker-Ames and Other	80	2	160	1,920	13,440	13,440	26,880
TOTAL	500		1,000	12,000	$84,000	$84,000	$168,000

APPENDIX III

Map of Manchester Site


MANCHESTER SITE
STATION MAP
Scale 1:5350
N
Rich Passage
(Buffer Zone)
(Buffer Zone)
REMOTE CENTER AREA
U.W. MARINE SCIENCES RESEARCH FACILITIES
PUBLIC HEALTH SERVICE AREA
Recreation, Future Research And Educational Facilities
Faculty Cabins
Future Remote Center Area
BUREAU OF SPORT FISHERIES AREA
BUREAU OF COMMERCIAL FISHERIES AREA
Clam Bay
ROADS SHOWN ARE EXISTING
20
40
60
80